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USING INNOVATIVE TECHNOLOGIES IN TEACHING ESP TO ENGINEERING STUDENTS

This article aims to highlight the role of using innovative technologies in teaching ESP to engineering students. It discusses benefits and peculiarities of different technology tools which can assist engineering students to improve their learning skills. There have been defined the variety of effective technologies applied in Engineering Course.

Key words: *English for Specific Purposes (ESP), technology tools, innovative; engineering students, interactive whiteboard, digital projector.*

It is well known that our life is highly affected by the era of information technology, and technology plays an important role in today's human society development. Over the recent years, advances in technology have greatly influenced ESP teaching practice, bringing new technologies and abundance of online resources into the classroom. At first, it was a challenge for ESP teachers to get familiar with the new facilities, such as data projectors, whiteboards, computer-assisted classes, and feel comfortable dealing with technology. Today, however, ESP teachers should focus more on how to make a choice upon the new tools wisely and incorporate only those that could help learners attain their objectives. For example, interactive whiteboards, along with digital projectors and document cameras, help ESP tutors to make teaching material more engaging and easy to understand; lecture capture systems are beneficial for many ESP students, especially for revision ahead of exams. Student response systems help ESP instructors to quickly analyze a student's performance, especially during reading comprehension practice with multiple-choice questions.

English for Specific Purposes tutors are seeking ways to help their students to develop their academic work through technology inside and outside the classroom [3, p. 215].

All the above mentioned media might be included in an everyday lesson plan in order to provide visuals and increase motivation. In addition, e-portfolios are beneficial for the ESP students' research skills development as their critical thinking, teamwork and independent learning skills would be developed inside and outside the classroom, thanks to specific devices and internet technology which support a wide range of ESP teaching approaches.

The key aims of this article are to demonstrate ways in which new technologies can be implemented into academic and study skills, and to provide a comprehensive overview of instructional models based on new technologies that would help learners to improve critical thinking, teamwork and independent learning skills, and understand material related to academic skills such as writing from reading, listening and speaking, as well as research skills and vocabulary development.

According to the purposes we have defined the following tasks to analyze:

- new technology tools;
- the benefits and peculiarities of technologies for engineering students;
- difference between the new tools and their effectiveness.

The fundamental researches in the given field were carried out by such prominent scientists and methodologists as Hutchinson T., Clemmons R., Jordan R., Levy M. and others.

It is generally believed that classrooms for ESP courses in the 21st century are undergoing a rapid transformation into new learning environments that are highly flexible, configurable and collaborative. Access to the internet for the development of ESP students' research/ reference skills, use of interactive whiteboards and digital

projectors for texts analysis, and implementation of lecture capture systems for recording class sessions (especially for the improvement of note-taking skills) are becoming the change that is driven by a generation of students who grew up in the digital age and who now expect interactive, learner-centered instruction [1, p. 21].

ESP requires all decisions regarding content and method be based on the learner's reason for learning [2, p. 57]. Therefore, it might be interesting to note what kind of devices could support an active or interactive learning classroom environment during an ESP course. It is also important to stress how technology enhances the teaching and learning process and how it helps ESP students to improve and develop their academic and study skills.

Let us consider some of the common easy-to-use technology tools available to make ESP classes more vivid and interactive.

Interactive whiteboards (IWBs). These amazing tools, along with PowerPoint and online videotechnology, appeared to enrich ESP students' connectivity with the subject matter. They support many learning styles and encourage ESP students to interact with content. In this way, students are able to implement what they learn in their English classes in their main field of study. Being able to use the vocabulary and structures that they learn in an interactive way through specialized resources reinforces what is taught and increases their motivation.

Lecture capture systems (LCSs). It is worth pointing out that ESP instructors can record classes sessions – including audio, video and screen activity – using a digital or a web camera, a microphone and lecture capture software. Students can benefit from such systems as they will be able to revise the class session, to improve their note-taking skills and develop their understanding of various linguistic features of English at home.

Digital projectors. To create more flexibility in an ESP class, wireless projection capabilities should be considered. Such projectors, along with interactive whiteboards and specialized interactive resources related to English for Engineering can facilitate in-class learning related to the enhancement of technical communication skills when speaking, reading and writing English.

Student response systems (SRSs). A common need of all ESP instructors is to accelerate the teaching and learning process. Student response systems allow to engage students in the classroom and assess comprehension of class material 'on the fly'. Student response systems work best in large classrooms where it is difficult to interact with all students directly. They are ideal for academic reading skills and

vocabulary development with content containing multiple-choice and true/false/not given questions. Their use is not complicated at all. For example, during pre-, while- and post-reading activities, with a student response system, ESP teachers can easily ask questions and collect responses of all students in real time.

Video conferencing (VC). Video conferencing continues to be a highly efficient way of inviting visitors into classrooms and for enabling learners to collaborate with each other at distance. In certain situations this can be one of the few methods available for exposing learners to native English speakers and for facilitating cultural exchanges. Great results can be obtained with a simple web camera, microphone and reliable internet connection.

Independent learning, teamwork. E-portfolios and telepresence systems, along with video, digital and web conferencing, expand classroom walls and encourage independent learning and teamwork. E-portfolios are hosted by most university language centres worldwide, enabling ESP students to present themselves and their work in an online forum. Some e-portfolios can be used for presentations, a number of different assignments and class studies. Helping students to learn to navigate their options and develop a professional online presence, no matter which tool is used, should be the goal. Some university language centres now offer ESP students their own blogs, websites, web hosting or personal domain names to support this online presence. Online ESP classes can be augmented with virtual office hours, in which ESP tutors meet face-to-face with students via Skype or other web-conferencing technologies for home tutorial sessions. Online students can form study groups or work on group projects in real time using web- and video-conferencing and collaboration tools [1,p. 14].

In conclusion, it needs to be pointed out that technologies play an essential role in developing the language skills in teaching ESP to engineering students, in learners' everyday professional lives, in which they need digital and electronic literacy skills to communicate internationally across cultural borders using different media, and to become autonomous learners who can keep up with the fast-paced professional world.

On the basis of the literary sources studied it should be noted that students learn better when they are fully engaged and that hands-on learning enhanced by new technologies is the best way to engage them. The teaching and learning process can be based on the effective use of new tech devices. Everyone can benefit from them; ESP instructors can use them to accelerate the teaching process and students can be motivated in order to improve their academic and study skills. New technologies will expand classroom walls and study work will be more entertaining, thanks to their implementation into ESP classes.

References

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Використання інноваційних технологій у викладанні англійської мови для спеціальних цілей студентам технічних спеціальностей

Стаття має на меті дослідити роль використання інноваційних технологій у викладанні англійської мови для спеціальних цілей студентам технічних спеціальностей. Розглядаються переваги та особливості різних технологічних засобів, які можуть допомагати студентам удосконалювати

навички володіння мовою. У статті визначені різноманітні ефективні технології, що застосовуються у курсі викладання технічної іноземної мови.

Ключові слова: англійська мова для спеціальних цілей, технологічні засоби, інноваційний, студенти технічних спеціальностей, інтерактивна дошка, цифровий проектор.

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Использование инновационных технологий в преподавании английского языка для специальных целей студентам технических специальностей

Статья посвящена исследованию инновационных технологий в преподавании английского языка для специальных целей студентам технических специальностей. Рассматриваются преимущества и особенности различных технологических средств, которые могут помочь студентам усовершенствовать языковые навыки. В статье описаны эффективные технологические инструменты, используемые в преподавании технического английского языка.

Ключевые слова: английский язык для специальных целей, технологические средства, инновационный, студенты технических специальностей, интерактивная доска, цифровой проектор.